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ABSTRACT

Curricular efforts at 10 colleges and universities in response to the Association of American College's report, "Integrity in the College Curriculum," are described. Reactions to this publication are also discussed by Mark H. Curtis in the essay "R Plus One: Reflections on the Impact of 'Integrity in the College Curriculum.' The publication is viewed as a stimulus for discussing the goals of undergraduate education as well as a guide for developing academic policy and practices. The following college responses are covered: Arkansas College's curricular revision project; alignment of the goals of liberal arts and management studies at Babson College; tailoring the curriculum to meet student needs at Hamline University; James Madison University's extensive reform effort; Mount Saint Mary's College's goal identification for the core curriculum and curricular evaluation against the goals; changes in the major to encourage interdisciplinary learning at Seton Hill College; a long-term project to improve the general education program at State University of New York at Plattsburgh; a move toward a core curriculum and emphasis on skill development at Trenton State College; University of Tulsa's supportive environment for faculty initiative and productivity; and Whittier College's "study in depth" touchstone for an examination of majors. (SW)

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資　料

大学カリキュラムの水準維持について

―学士号の意味と目的の再定義に関する報告書―

アメリカ大学協会著
高田勝・松崎昭三訳

訳者まえがき

アメリカの学部教育の問題について３つのレポートが1984年秋から1985年にかけて公表された。それらは全国教育機関の研究グループによるもの（1984年10月），教育者長官ベネット氏によるもの（1984年11月）とこの報告書つまりアメリカ大学協会（1985年1月）によるものである。

この３つのレポートに共通しているのは最近のアメリカにおける学部教育の内容低下を問題とし，学士号の水準を再生させるためにカリキュラムの内容を再検討することが必要であるという指摘である。

アメリカ大学協会のこの報告書はカーネギー財団ボイヤー氏を含む19人の委員が，1982年から検討してきたものでその中では大学の学業コースの腐敗と大学教育の役割である研究（創造性）と教育の腐敗をとりあげアメリカの大学教育の危機であると警告を発している。そしてそれの対応には大学教員がカリキュラムに対する大きな責任感を自覚し，今後より効率的な教育の準備が必要であり，それに沿った大学院教育の改革を求め，具体的にカリキュラムの内容を再検討し，活性化を図るための原理的提言を行い教員の責任の重要性を訴えている。

これらの指摘はわが国の高等教育に対する示唆となりうるものも含んでおり，文部省の「昭和61年度以降の高等教育の計画的整備」報告と臨時教育審議会第１次答申をあわせ，わが国の今後における高等教育の内容はどうあるべきかという観点からこの報告書を読んでいただければ幸いである。

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Editor Sherry Levy-Reiner

Editorial Assistants
Judith Anders-Michalski
Lauran M. Nohe

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Integrity: Shaping the Standards

"The only thing harder than changing a university," noted Woodrow Wilson, who had some experience, "is moving a cemetery." Surely changing a curriculum is of equal rank in degree of difficulty.

Reporting on how schools are responding to AAC's report, *Integrity in the College Curriculum*, only 15 months after its publication is also difficult, primarily because the process—a measured one—is ongoing. It is obvious, however, that a number of colleges and universities across the country were already involved in thoughtful analyses of their curricula prior to the publication of the *Integrity* report, and that *Integrity* and similar reports have provided significant standards by which schools are measuring themselves.

AAC President Emeritus Mark Curtis, a prime mover of the baccalaureate degree project, has spent much of the past year working with schools and governmental bodies that are reexamining the quality of education offered students. His reflections on the reactions to *Integrity*'s publication suggest that the report's recommendations will be shaping colleges and universities for years—indeed, decades—to come.

* * *

Changing a publication also may be as difficult as moving a cemetery. In January 1987, the Association of American Colleges will merge its publications into a single journal, a new *Liberal Education*. The new *Liberal Education* will be a lively bimonthly journal that will combine the best of what we do here and elsewhere: *Forum*'s practical insights to curriculum development, *Liberal Education*'s emphasis on the theoretical foundations of liberal learning, *Scan*'s vision of the integration of liberal learning with the world beyond academe, and *On Campus With Women*'s vital assistance in ensuring that liberal education is accessible to all.

This May/June 1986 *Forum*, which concludes the *Forum* subscription year, will be the last issue. The "old" *Liberal Education* will continue in its present form through the end of the 1986 subscription period, as will *On Campus With Women*. The latter publication will be incorporated into the new *Liberal Education* but will remain available as an offprint. Two more issues of *Scan* will complete that publication's initial year.

The January 1987 issue of the new *Liberal Education* will examine ways in which undergraduates are participating in the search for new knowledge on all disciplinary frontiers. Subsequent issues for March and May will feature programs in non-Western studies and methods of assessment, respectively. If you would like your activities in these areas considered for inclusion in the new *Liberal Education*, please contact me.

Since 1915, AAC has been an articulate and active voice of liberal learning. Our publications have reflected our commitment to promoting humane and liberating learning, to strengthening our member institutions as settings for such learning, and to extending the benefits of that learning as widely as possible. The new *Liberal Education* will enhance AAC's ability to continue in that active role by providing a true forum—a central marketplace—for news, ideas, and conversation about liberal learning. We look forward to conversing with you.

—*S.L.-R.*

R Plus One: Reflections on the Impact of *Integrity in the College Curriculum*

Mark H. Curtis
President Emeritus
Association of American Colleges

Integrity in the College Curriculum and two other similar reports—*To Reclaim a Legacy* and *Involvement in Learning*—appeared within a period of six months after more than a decade and a half of genuine concern about what was happening to undergraduate education in American colleges and universities. Even before the Carnegie Foundation for the Advancement of Teaching had declared in 1977 that general education had become a "disaster area," responses to the Institutional Grants Program of the National Endowment for the Humanities and to invitations issued by Project Change in Liberal Education[1] clearly demonstrated that many faculty and academic administrators in scores of institutions of all kinds and sizes had serious doubts about the quality of undergraduate programs.

In particular, faculty and administrators raised questions about general education and saw it as little more than a compromise among "turf-minded" departments. They questioned whether any version of the curriculum had as a whole an underlying rationale to give it coherence, and whether students were learning how to deal with value-laden issues and to make responsible judgments. In discussing the "troubled curriculum" for an evaluation of the NEH Institutional Grants Program, my colleagues and I wrote nearly ten years ago:

> To deal with the coherence of the curriculum, education in essential skills and education in the nature of values as they affect both private and national life, many institutions are experimenting with problem-oriented or issues-oriented courses, block programs [i.e. integrated programs of required studies],...and curricula directed toward outcomes such as attainment of fundamental competencies.[2]

In a very real sense, then, *Integrity* and the other reports were the culmination of important past developments and expressed not only the conclusions of members of the committees or study groups that prepared them but also the convictions of a sizable proportion, if not the majority, of their colleagues in colleges and universities across the land. An appreciation of this point will, I believe, help one to understand the readiness of the academic world to accept these reports and to take many, if not all, of their recommendations seriously.

Another reason for recalling this history is to remember that many efforts to improve the college curriculum had been begun before the reports and a large number of them even before the program sponsored by the Fund for the Improvement of Postsecondary Education, whose experiments were evaluated by Zelda Gamson in *Liberating Education*.[3] What is interesting is that very few faculties and administrations among those that have taken a lead in such earlier movements have claimed that *Integrity in the College Curriculum* and the other reports were useless to them. Most, as noted below, have found important ways to turn them to their advantage.

Distribution is international

Perhaps the first thing to note about *Integrity* is the widespread demand for it. Even though it was printed verbatim in the *Chronicle of Higher Education* and AAC sent a copy to every accredited college and university in the country, it has gone through four printings and its total distribution has reached nearly 50,000 copies. A sizable number of institutions have ordered it in bulk shipments of 100 to 500 copies, and a few have requested permission to reprint it in whole or in part. Demand for it is international as well as national: Orders have come from Australia, Canada, France, and the United Kingdom, and it has been translated into Spanish and Japanese.

Discussion of the report's findings and recommendations at various conferences and national meetings has furthered its dissemination. The Association of Governing Boards, the American Council on Education, and the American Association for Higher Education have all featured *Integrity* in sessions at their annual meetings. National associations of professional educators in such fields as occupational therapy, pharmacy, nursing, and engineering have brought it to the attention of their members.

State governments respond

Besides state college and university systems—namely those of Minnesota, Tennessee, and Pennsylvania—which have held meetings on the reports, some state authorities have given *Integrity* special attention. The Southern Regional Education Board, in fact, has endorsed it in these

words contained in Recommendation 10 of its own report, *Access to Quality Undergraduate Education:*

> Institutions should examine their undergraduate curriculum and recast a core of required studies in the directions and toward the purposes recommended by the recent report of the Association of American Colleges.[4]

In line with this recommendation, the Fourth Annual Tennessee Regents' Conference on Higher Education this spring had the theme "Integrity in Action." Beyond the SREB, the chair of the Education Commission of the States, New Jersey Governor Thomas Kean, has specified that *Integrity* as well as other reports be used as resources by that group as it undertakes a three-year study entitled "Effective State Action to Improve Undergraduate Education."

I am heartened by the possibility that this time American colleges and universities are ready to carry on a sustained effort both to improve and maintain the quality of undergraduate education.

One example of such state action is the initiative taken this past year by the regents of the State of Louisiana. They established agencies and procedures for "the study of General Education Requirements within Undergraduate Degree Programs" of Louisiana's state colleges and universities. To the task force—drawn from the faculties and administrations of all Louisiana state institutions of higher education—and to an advisory committee of prominent educators from outside the state, they especially called attention to *Integrity* and the SREB report as resources germane to their deliberations.

Colleges and universities respond

As the examples set forth in this issue of *Forum* demonstrate, the responses of colleges and universities to *Integrity* have varied from campus to campus depending on the conditions and circumstances that prevail at each. As I have observed them, they can be categorized this way:

***Integrity* is a stimulus for discussing the goals of undergraduate education.** Both chief academic officers and chief campus officers have told me that they have used *Integrity* for this purpose. One or two presidents of my acquaintance have used it as a study paper for trustee retreats and conferences. Both presidents and chief academic officers have convened either conferences of the full faculty or special faculty task forces for discussions of this sort and have found *Integrity* an effective means of focusing attention on such key issues.

***Integrity* is a guide or norm for developing academic policy and practices.** Within this category are several subheadings.

- For institutions that already have made extensive revision and reform of their curricula, *Integrity* has provided a set of criteria to use in testing whether their earlier work had been thorough and adequate. For instance, one academic vice-president has written me to say that he and his faculty, after comparing their revised curriculum to the "Minimum Required Curriculum" of *Integrity*, concluded that they had overlooked the need to prepare students to understand numerical data.
- Academic leaders in many institutions, like the regents of the State of Louisiana, have decided that general education is the chief weakness in their undergraduate programs and therefore needs first attention. Information that has reached me indicates that in case after case *Integrity*'s warning that such weakness cannot be remedied "by simply strengthening distribution requirements or adding multidisciplinary general education courses" has forced faculties to engage in hard intellectual effort—to think through for perhaps the first time how they must profoundly change their courses and methods of teaching to attain the ends that general education should serve.
- Some institutions—not many, but still enough to make a difference—have begun to consider the recommendations concerning "Study in Depth" and to apply them to their policy concerning majors. It is noteworthy that a few faculties in professional fields are giving attention to the suggestion that "education in a professional or vocational field may, if based on the skills and attitudes of our minimum curriculum and presented in a liberal spirit, also provide a strong, enriching form of study in depth."

To one who was so intimately involved in the development of *Integrity*'s findings and recommendations, all of these responses are both gratifying and promising. Furthermore, as I look at evidence not only of what has been done but of what is being planned, I am heartened by the possibility that this time American colleges and universities are ready to carry on a sustained effort both to improve and maintain the quality of undergraduate education—to take seriously that mission of higher education that accounts for 70 percent of the degrees awarded by all four-year colleges and universities.

[1]Funded by the Carnegie Corporation and conducted jointly during the years 1973–76 by the Association of American Colleges, the American Association of State Colleges and Universities, the American Association of Community and Junior Colleges, the American Association of University Professors, and the National Association of State Universities and Land Grant Colleges.

[2]M. H. Curtis, et al., *The Impact of Institutional Grants of the National Endowment for the Humanities: An Evaluation* (Claremont, CA, 1978), p. 11.

[3]Zelda Gamson, et al., *Liberating Education* (San Francisco: Jossey-Bass, 1984).

[4]*Access to Quality Undergraduate Education: A Report to the Southern Regional Education Board by its Commission for Educational Quality* (Atlanta: SREB, 1985), p. 14.

Arkansas College

Integrity *shapes final recommendations*

In the process of reevaluating its core curriculum last year when *Integrity* was released, the core committee at Arkansas College used the report to shape its final recommendations.

Arkansas College, a small Presbyterian-affiliated liberal arts school, had adopted its core only six years earlier, notes John Dahlquist, vice president and dean of the faculty. With neither the human nor fiscal resources to address all the recommendations proposed by the core committee at that time, however, the school had left its revision incomplete.

Reexamining the goals and outcomes statement that preceded the 1979 revision in light of *Integrity*'s findings and those of other reports on higher education, a core committee appointed during the fall of 1984 chose to proceed with further revisions after receiving approval from the college's board of trustees.

AAC's report, Dahlquist says, focused directly on many issues that administrators at Arkansas "felt to be of prime importance," and also provided them with a "lever for elevating consciousness among faculty, staff, and trustees about the nature and role of a liberal arts college." Among the issues spotlighted by the core committee are the need to incorporate critical analysis, literacy skills, and values criteria in the curriculum; the importance of understanding numerical data and scientific method; and the need to adopt an outcomes assessment program.

Many of these issues already have been integrated into Arkansas's curriculum. According to Dahlquist, the college has adopted a stringent writing skills program that requires a minimum grade of "C" in each of two writing courses as well as proof of continued competency throughout the four years of college for graduation; a modular math course that focuses on math, computers, and statistics; and a laboratory science course that emphasizes inductive learning methodology. Additionally, beginning in the fall of 1987, the college will offer a course in the fine and performing arts that will require active rather than passive student involvement.

Outcomes assessment program

The next major step in the curricular revision project, Dahlquist says, will be designing an outcomes assessment program. Not only will courses in the core be evaluated to see how well they meet the learning goals set by the college, but faculty will be assessed specifically for their effectiveness in developing and participating in the core. Dahlquist plans to work with division chairs in organizing faculty workshops to determine what kinds of assessment tools will be used.

Not only will courses in the core be evaluated to see how well they meet the learning goals set by the college, but faculty will be assessed specifically for their effectiveness in developing and participating in the core.

Not only has the *Integrity* report played a large role in helping Arkansas College reevaluate its commitment to a prescriptive core, for which they are now seeking funding, but it was also the chief focus this past March of the meeting of the Independent College Council of Deans for the state of Arkansas. This group, representing private liberal arts institutions of higher education in the state, meets once a year. This latest session, Dahlquist says, dealt with curricular reform and how liberal arts colleges could bring more focus to bear on these issues on their own campuses. —*J.A.M.*

For more information, contact John T. Dahlquist, Vice President and Dean of the Faculty; Arkansas College; Batesville, AK 72501 (501/793-9813).

Babson College

Marriage between liberal arts and management studies

The "inescapable constraints" of being strictly a college of management and requiring only 40 percent of students' course work to be in the liberal arts have posed problems in formulating curricular revisions at Babson College, says Albert Anderson, chairperson of the Liberal Arts Division. The release of *Integrity*, however, did help to reaffirm the direction already taken by the Ad Hoc Committee on the First Two Years in attempting to align the goals of liberal arts and management studies.

In discussing the undergraduate curriculum, says Anderson, who also chairs the review committee, the group compromised between the objectives of the existing curriculum and those of "utopian" models proposed by individuals. The results of the compromise match the language of the first eight of the nine essential experiences set forth in *Integrity*. Additionally, committee members agreed to include a ninth goal: understanding and using computers as a resource.

Committee members also have worked out specific subject matter they consider basic to a student's first two years of study. These include study of the social, political, cultural, physical, economic, and legal environments; an understanding of accounting, quantitative methods, and decision making in the face of uncertainty; and an overview of the structure and function of management.

'Spade work' accomplished thus far

Anderson cautions that this "spade work has not yet led to any definitive proposal." Aside from the fact that the review process is lengthy, he says, the committee is waiting for the appointment of a new vice president of academic affairs to be confirmed before presenting any recommendations to the faculty.

Breaking through departmental boundaries is one priority on Anderson's list now receiving attention. Using his own particular version of the cluster-course model, Anderson envisions a connection among several courses centered on a common theme, topic, or issue coupled with a seminar serving as the basis for instructional preparation of participating faculty members. The clusters "will bring together not only humanities courses," he says, "but also management courses, nurtured by mutual discussion for which we will have humanities texts at the core."

Senior faculty members will spend about six weeks this summer in preparation for the fall 1986 semester's new cluster course offerings. By "reading others' [disciplinary] texts and thinking about creating a common syllabus as part of the cluster," says Anderson, "they will be integrating their unique subject matter in ways that they probably have not done before." Each faculty member also will engage in a week-long seminar devoted to writing and speaking across the curriculum as a means of promoting these activities in their classes.

Each faculty member also will engage in a week-long seminar devoted to writing and speaking across the curriculum as a means of promoting these activities in their classes.

Although the ad hoc committee is discussing recommendations for reforming only the first two years of study, notes Anderson, "Our goal is to spread the liberal arts throughout the four years and to think of ways in which we can prepare for that in the first two years."

According to Anderson, President William Dill has mandated that "liberal arts and the professional management courses become equal partners in the [educational] process" of Babson students. "We're saying quite clearly," Anderson continues, "that what students learn in the liberal arts courses is also a crucial part of their professional preparation." —*L.M.N.*

For more information, contact Albert Anderson, Chairperson of the Liberal Arts Division and the Ad Hoc Committee on the First Two Years; Babson College; Babson Park (Wellesley), MA 02157-0901 (617/239-4502).

Hamline University

Tailoring the curriculum to meet student needs

Hamline University officials did not wait for the *Integrity* report to initiate proceedings to overhaul their undergraduate curriculum. It is no coincidence that Jerry G. Gaff, dean of the College of Liberal Arts, appointed a curriculum task force in winter 1983—more than a year prior to *Integrity*'s publication and about a year before that of *Involvement in Learning* and *To Reclaim a Legacy*—to seek ways to improve the university's existing

instructional programs. Furthermore, it is hardly surprising that the faculty and administration adopted many of the reforms called for in *Integrity* two months prior to its release. In fact, one might say that Gaff was a full stride ahead of administrators at other schools by virtue of his access to "inside" information.

Gaff had been director of curriculum development at the Association of American Colleges (AAC) and had helped launch the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees—the underlying discussions, study, and recommendations which formed the basis of *Integrity*. Leaving AAC for his current position in St. Paul, MN, in the summer of 1983, Gaff took with him "a rich reservoir of concerns, ideas, and principles from the project," he writes, thus beginning to clear a path for institutional renewal at Hamline.

After initial deliberations, curriculum task force members at Hamline held open hearings to present their proposal to the university community. Students have been "critical to our effort" in seeking approval from the faculty, says Gaff. They have been involved in the process all along the way, from participating on the task force and in the open hearings to evaluating pilot courses underway in the 1985–86 academic year.

Hamline's new general education curriculum emphasizes skills development, subject matter, and pedagogy in defining specific educational goals to be achieved. Adopted in November 1984, Phase I of the reform—to be implemented next fall—focuses on the following areas: *writing* through a freshman English course and three writing-intensive courses, one taken each year thereafter; *oral communication* as experienced in two speaking-intensive courses, either as group discussion or public speaking; *computing* in the form of an introductory computer science course ("or demonstration of proficiency") and one computer utilization course; and *formal reasoning* by way of one course in mathematics, logic, statistics, or computer science.

Orientation to subject and surroundings

A seminar, doubling as an interdisciplinary introduction to liberal arts study and an orientation to Hamline, is required of all freshmen as well; it focuses on careful reading, broad methods of critical analysis, group discussion, and writing. Additionally, seminar coordinators serve as academic advisers to the students in their respective sections.

About half of the proposed 10 seminars already have been developed and offered as pilot courses this past year, says Gaff; the remaining courses most likely will be developed this summer. According to a course description, one seminar titled "The Mighty Mississippi" incorporated "three intertwining aspects of the Mississippi's place in North American history: its ecology and controversies about its protection; the river's role in transportation and commerce; and its presence in art, music, and literature." Other seminars offered this year include "The Mind of Greece," "Ways to the Sacred," and "Becoming a Scientist."

Adopted in November 1985, Phase II of the new curriculum, which also goes into effect in fall of 1986, concentrates on six areas: disciplinary breadth, in-depth study of at least one major area, completion of a minor consisting of five to seven courses, cultural breadth, completion of an independent study project, and experience with work and the workplace.

The disciplinary breadth goal encompasses a choice of eight courses, two each in the "traditional divisions" of the fine arts, humanities, natural sciences, and social sciences, reports Gaff. Courses are being developed or restructured, in the words of the guidelines, to meet specific criteria:

- so that students with little background in the area will be both challenged and successful in the learning process,
- involve active learning,
- emphasize ways of thinking as well as subject content, and
- encourage and facilitate learning beyond the limits of the course.

Gaff considers Hamline's revised educational objectives an "attractive, contemporary framework" for structuring liberal arts studies. The new curriculum is designed "to make the case that the liberal arts are practical arts," he says, "and to stress the importance of these skills as not only being important in and of themselves, but as instrumental in getting, keeping, and advancing in one's job."

In explaining the reasoning of Hamline's decision to build the aforementioned educational goals into the new general education curriculum, Gaff says that every effort was made to tailor the curriculum "to our particular student body and to our circumstances." Students must

Students...have been involved in the process all along the way, from participating on the task force and in the open hearings to evaluating pilot courses.

complete three courses from at least two categories ranging from US ethnic minorities or non-Western cultures to problems of the elderly or gender issues.

Preparing students for the working world

Gaff responds similarly when questioned about how the work and the workplace requirements came to be linked to the revised curriculum. Approximately three-quarters of the university's student population have part-time jobs during the school year; two-thirds receive some form of financial aid to meet their tuition and fees, according to Gaff. "So work is a very real part of [our students'] lives."

With that in mind, Hamline administrators are attempting to "reaffirm the liberal arts and connect them more with the workaday world," says Gaff. By enhancing the campus jobs program and stepping up the university's career advising activities, administrators hope "to call attention to the dignity of work," he says. One example of this might be to combine a job experience with a work issues seminar.

Faculty development efforts at Hamline have experienced renewal as well. "We assumed from the beginning that this curriculum requires everyone's commitment," asserts Gaff. Having received several large grants for these purposes, the university is able to offer a "$500 inducement," he says, to faculty members willing to devote a week to developing new courses that meet the specified educational objectives. A matching $500 is added to each participant's base salary as well.

Because the new general education curriculum is set to take effect for the entering class next fall, Gaff intends to begin assessing it concurrently with a longitudinal study of the students, following them through their four years at the university. "We really want to find out the added value of a Hamline education," says Gaff. In addition, each component of the curriculum will be evaluated by the individual directors responsible for mounting their particular program; one director is assigned to each of the skills areas. Gaff indicates that outside reviews of the curriculum probably will occur at some point along the way as well. —*L.M.N.*

For more information, contact Jerry G. Gaff, Dean of the College of Liberal Arts; Hamline University; St. Paul, MN 55104 (612/641-2206).

James Madison University

Attacking the situation on all fronts

While some colleges and universities are in the midst of evaluating single aspects of their institutional roles as a prelude to future self-study, Virginia's James Madison University is at once examining everything: from reviewing the quality of academic advising and outlining common objectives in all courses to enhancing programs for outstanding students and assessing the degree of student challenge. Vice President for Academic Affairs Russell G. Warren considers this vast undertaking both "scary" and an asset because "studying all the various aspects simultaneously will create a whole-cloth result."

Encompassing expansion as well as revision, JMU's "Initiatives for Excellence and Accountability: A Five-Year Plan" began in the spring of 1985 after receiving input from the faculty and student representatives in a series of open hearings. The State Council of Higher Education has supplied initial funding of $125,000 for implementation of several pilot projects at the public university in fiscal year 1985–86. The council is looking to JMU to serve as a model to benefit other Virginia higher education institutions in similar attempts at self-appraisal.

Under the direction of the Futures Committee, 14 subcommittees have been formed to study specific objectives stated in the five-year plan. These include: Advising and Orientation, Graduate Programs, Liberal Studies, Department/School Activities, Common Objectives in All Courses, Program Evaluation, Student Learning Outside the Classroom, Faculty Assistance, Degree of Student Challenge, Admissions, Programs for Outstanding Students, Resources, Student Affairs, and Faculty Senate. According to Warren, with the exception of the latter two, the subcommittees will have reported their findings by December 1986.

Enrollment for the 'right reasons'?

In assessing the degree of student challenge, Warren hopes to ascertain the capacity for learning among JMU students. "It seems to me that one would need to know the answer to that before starting to change the curriculum," he says. "We're a terribly popular place right now, but we need to be sure that we're popular for the right reasons."

Two tests have been administered thus far: to students and to faculty members, respectively, in an effort to compare both groups' perceptions. University administrators modified an instrument developed by Robert Pace (serving as an AAC-sponsored consultant) to determine the quantity and quality of student challenge at JMU. Aside

from questions relating to students' work loads, the survey queried, among others, topics of discussion in residence halls, number of newspapers or news magazines read each week, and frequency of attendance at university cultural events.

Discussions of the Advising and Orientation Committee have centered on the concern for students' broad development, Warren notes, as being "more important than specialized advising in the major." As such, committee members are likely to recommend the adoption of a four-year mentor program in which students have a single adviser throughout their college career, regardless of their majors. Currently, says Warren, JMU students are paired with a general adviser until they declare a major.

'We want to be sure that the student doesn't lose liberal education skills; actually, we want to be sure that they are enhanced through the common objectives.'

The Program Evaluation Committee is presently confronting the issue of institutional assessment—how well JMU is educating its students through the liberal studies program and the major. In order to chart the effectiveness of an agreed-upon set of teaching objectives, a sample of students will be tested (using either the ACT College Outcomes Measurement Program or one of JMU's devising) on the liberal studies component a total of three times: during summer orientation for entering freshmen, at the end of the sophomore year, and then upon completion of the senior year. Says Warren of this strategy: "We want to be sure that the student doesn't lose liberal education skills [along the way]; actually, we want to be sure that they are enhanced through the common [teaching] objectives."

In assessing the major, each departmental discipline will formulate its own objectives for which students will be tested at the start of their junior year and following their senior year. In all likelihood, reports Warren, "We'll develop our own test for that, because we rather suspect that the Graduate Record Examination does not meet our needs."

Defending JMU's all-out reform effort as opposed to adopting the usual linear model of initiating institutional change, Warren declares that "the exchange of information between the committees is really bringing about a very consistent program. We may be proving here that change can be brought about on a campus far quicker than we thought previously." —*L.M.N.*

For more information, contact Russell G. Warren, Vice President for Academic Affairs; James Madison University; Harrisonburg, VA 22807 (703/568-6616).

Mount Saint Mary's College

Taking a second look

Although Mount Saint Mary's College, a small Catholic liberal arts school in Emmitsburg, MD, had revised its core curriculum in 1979, the release of *Integrity in the College Curriculum* last year made administrators take a second look at what they had done.

Designed to give students "a good solid background in the Western humanistic tradition," the core stood up well to many of the evaluative criteria of *Integrity*, Vice President for Academic Affairs John W. Campbell says. While the college had dealt primarily with issues of content when conducting its revision, however, objectives such as critical thinking, communication skills, and value judgments that were outlined in the report had not been specifically addressed.

"I believe those objectives are integral to the kind of core that we have and the breadth that we have," Campbell says, "but we are now engaged in a study to identify what the goals of our core curriculum are, and we are going to evaluate the curriculum against those goals."

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The college is proceeding in three steps, Campbell explains: first, developing a rationale statement about its core curriculum; second, developing a list of specific objectives to accomplish with the core; and finally, reevaluating the content that makes up the core in light of these new objectives.

Identifying objectives

Having already written a rationale statement that reflects the college's mission and historic identity, administrators

are now working on the second step of the process—identifying objectives. Explaining the importance of specifying goals, Campbell says, "all of us who are advocates of the liberal arts have maintained for some time that a good liberating education provides you with these skills. And since we had devoted so much of our attention and energy to developing what we considered to be appropriate content, we recognized that it is time we went beyond just talking about those things and actually ascertained that our curriculum is in fact providing an opportunity for students to develop these skills."

The college is assessing its curriculum and setting goals for a variety of categories, Campbell notes. For instance, the college will be evaluating its curriculum in terms of "values and attitudes," making sure it helps students "clarify their personal, functional, and cultural identity, and their appreciation of achievement." Similarly, faculty and administrators will be looking at the curriculum to judge its enhancement of various skills—quantitative, written and oral communication, foreign language, dialogue, questioning, and synthesis. They will also be looking at "knowledge areas" to see that "students really get a perspective of Western culture through the study of literature, history, philosophy, theology, and so forth," Campbell says.

Noting that the college may have to make some adjustments in its curriculum following the assessment, Campbell also feels that the evaluation will show that many of these objectives are being met. "We want to be able to demonstrate that, in fact, we are doing the things that a liberal arts education says it does, and sensitize the faculty to what we are doing, too."

In reevaluating the core curriculum, the faculty and administrators are also very mindful of the importance of the freshman year in terms of retention and the future academic success of students and are therefore giving it special attention. The college has formed a committee to study the recommendations that resulted from a faculty member's year-long study of the freshman year and is looking at ways to attract and keep students during this crucial period.

As Campbell notes, what seems to be most difficult for a liberal arts college is helping students appreciate the value of a liberal arts education. To get first-year students involved at Mount Saint Mary's, Campbell says, the school is looking at some "curricular configurations" such as clusters, seminars, and interdisciplinary courses, "that will grab these students and get them involved immediately... so that we can inculcate in them an appreciation of the liberal arts, particularly of the Western humanistic tradition."

—*J.A.M.*

For more information, contact John W. Campbell, Vice President for Academic Affairs; Mount Saint Mary's College; Emmitsburg, MD 21727 (301/447-6122).

Seton Hill College

Clusters focus on study in depth

Addressing the issue of "study in depth" that was raised in *Integrity*, Seton Hill College, a small Catholic women's school in western Pennsylvania, has structured its academic departments into cluster groups to facilitate curricular discussion across departmental lines.

As Linell Davis, chair of the Social Sciences and Education Cluster, explains, "we made this decision a year ago to meet together as clusters of departments on the theory that departmental isolation in creating the curriculum was contributing to duplication, turf-building, and similar problems. What we needed was more interdisciplinary dialogue and discussion in terms of planning study in depth."

The college, which had already restructured its general education program, as a next step thus grouped together those departments that "shared some intellectual territory," says Davis, placing them in one of the following five clusters: humanities, natural sciences and mathematics, social sciences and education, fine arts, and home economics and management. Each cluster is using *Integrity* to generate discussion on study in depth.

Students will have to confront the tension between theory and observation.

In Davis's cluster, meetings among faculty members are resulting in changes in requirements for the major that will encourage interdisciplinary learning. Students, following an introduction to traditional methodology in their entry-level courses, will be allowed to take courses for credit in related fields. For instance, a history major may elect a course in the social work department dealing with the history of social policy that would be relevant to her studies. Similarly, courses in the art or literature department may also be pertinent. Later on, in upper-level courses, the student will be required to take historiography and refer back to those issues introduced at the beginning of her course of study with a more sophisti-

cated understanding of the issues. But, as Davis explains, the student will not be dependent on only the history faculty or the courses in the history department. Instead, she will learn an historical approach and then be encouraged to apply it to other fields and to use the resources of other programs.

The notion of sequence

Most important for the college's examination of the majors has been the notion of sequence, Davis says, adding that a "major should be designed so that the students experience an increasing level of sophistication in their ability to handle the complexity of issues within a certain field."

Traditionally in the social sciences, Davis notes, students begin their major with a survey course that covers all the fields in the discipline, then move on to intermediate-level courses that are all extensions of one of the themes from the introductory course, before finishing with theory courses at the upper levels.

According to Davis, "this model really comes from the politics of graduate programs rather than any real concern about what the students' learning needs are." She maintains that according to this approach, the focus of the courses is on content rather than cognitive skills, value issues, or controversy, tension, and debate within the discipline. Consequently, Davis notes, students as they proceed in the major only acquire increasingly specialized knowledge as opposed to depth.

To counter this, Davis will be working with her cluster during the next two years to alter courses and place more emphasis on helping students become increasingly sophisticated about using their skills and analytical tools.

According to Davis, the faculty has to do a better job of helping students identify learning tasks and learning skills. "We need to raise the students' level of awareness that the skills they are learning can be applied in other fields," she says.

Additionally, students will have to confront the tension between theory and observation. As Davis explains, citing *Integrity*, "different disciplines have different sources of complexity." In the social sciences, she notes, the source is the tension between the research focus and the theoretical focus. Students in upper-level courses, familiar with the two approaches, will analyze how these are at odds and how they inform each other, Davis says.

—*J.A.M.*

For more information, contact Linell Davis; Chair, Social Sciences and Education Cluster; Seton Hill College; Greensburg, PA 15601 (412/834-2200, ext. 249).

State University of New York–Plattsburgh

Revising with Integrity

SUNY at Plattsburgh, prompted by *Integrity* and other reports on higher education, is embarking on a long-term project to improve its general education program.

According to Ingrun Lafleur, associate president for academic affairs, the project will entail a variety of activities focused primarily on methods and processes of learning and areas of study.

One of the first programs the university initiated were faculty workshops or "conversations," held several times a semester and each involving 15 to 30 faculty members. These "conversations" provide an opportunity for participants from various fields to exchange ideas and concerns, Lafleur notes, adding that many have dealt with topics raised in *Integrity*.

'Town meeting'

Out of these meetings emerged a decision to organize an annual faculty retreat, Lafleur says. This "town meeting," the first of which will be held this year at the close of the spring semester, will be organized like a conference and focus on collaborative curriculum development and teaching. The retreat will include a variety of sessions that will pose problems or questions for discussion. Faculty will then work together in groups to devise a plan of action, implementation, and assessment for the coming year.

'What we really want is to have the faculty look at our students and look at how we can make a difference in their lives, how we can transform their lives by really getting involved in knowledge.'

"What we really want is to have the faculty look at our students and look at how we can make a difference in their lives, how we can transform their lives by really getting involved in knowledge," Lafleur explains. "We believe that we can do that by focusing more on an inquiry-based curriculum than by saying that these are the kinds of content areas one should cover. We are going to focus

on getting the faculty in the various categories together to look at common questions, assumptions, and methodologies."

The retreat also will feature faculty members who, during the past year, have initiated curricular projects such as cluster courses or group problem solving to stimulate active learning. They will discuss their methods and findings with other participants.

According to Lafleur, the university's General Education Review Committee also, after studying the curriculum, made some recommendations that will be discussed at the retreat. Among the improvements suggested by the committee, Lafleur says, are proposals "that courses be designed specifically for general education; that each category of courses list a common core of assumptions or methodology, such as ways of arriving at knowledge; and that the curriculum should emphasize active learning."

Several new kinds of courses are already being added to the curriculum, Lafleur says; "Reasoning," for instance, will focus on critical thinking and analysis. Also, the university will strengthen its writing requirement, institute an all-college math requirement, and increase its science requirement for nonscience majors. Finally, a series of integrative courses for juniors and seniors—focused on certain problems, historical situations, or social contexts—will look at values from a variety of disciplines.

—*J.A.M.*

For more information, contact Ingrun Lafleur, Associate Vice President for Academic Affairs; State University of New York at Plattsburgh; Plattsburgh, NY 12901 (518/564-2195).

Trenton State College

Restating goals, emphasizing skills development

Trenton State College administrators called for a two-day retreat this past January to discuss the implications of recent reports critical of the quality of learning and teaching in American higher education.

In laying the groundwork for future deliberations, TSC deans and members of the school's General Education Advisory Committee discussed the latest recommendations for strengthening general education components, says Dean of Arts and Sciences Wade C. Curry. Revising general education goals and outlining basic skills a TSC student should master rated as priorities. "We asked the faculty members to indicate which goals their courses related to strongly or moderately," says Curry, "and to identify the units within their course outlines with which these goals dealt."

Retreat participants reviewed recommendations made in the AAC report, *Integrity; Involvement in Learning; To Reclaim a Legacy; Higher Education and the American Resurgence;* and *Reforming General Education: A Survey,* a 1982 AAC report by Thomas Klein and Jerry Gaff. The group focused on how the emphases of these reports corresponded with teaching techniques and some of TSC's existing general education goals.

Revising general education goals and outlining basic skills a TSC student should master rated as priorities.

In examining general education models that have been adopted at various institutions, says Curry, "we found that the smaller the college, the more likely [the curricula] were to be innovative."

The amount of learning that takes place between the freshman and senior years at TSC concerned retreat members as well. Participants reviewed the results of an assessment of freshman and senior skills as determined by two measures: the Educational Testing Service's Test of General Education and the ACT College Outcomes Measurement Program. According to Curry, one of the main reasons administrators undertook an assessment of the effectiveness of TSC's general education curriculum hinged on a "feeling that our students did not write well enough." Surprisingly, Curry reports, "we found that that was an area in which—at least by national standards—our students stacked up pretty well."

With regard to areas ranking below the national norm, however, Curry says that TSC students appear to be weaker in their ability to solve problems. Also, test results indicate that women students possess better developed communications skills than their male counterparts while the reverse is true for quantitative skills. Whether these discrepancies are a product of a student's major or directly related to the general education component has yet to be determined, says Curry.

Discussions lead to action

The retreat seems to have served its purpose, reports Curry, making headway in curriculum evaluation at

TSC. In general, retreat participants supported a move toward a core curriculum and away from the current loose distribution. Approximately 90 courses comprise TSC's general education curriculum from which students choose about 15; the only required courses are in communications, Curry says.

Among the recommendations to come out of the January retreat, says Curry, the following are significant:

- general education courses should be revised to promote more active learning,
- basic skills remediation should occur at the onset of a student's college career, and
- general education course work should extend into the junior and senior years to incorporate opportunities for interdisciplinary study.

The General Education Advisory Committee and deans have moved ahead since the retreat and are now completing a revision of the college's general education goals. Six topical areas will be covered in the new general education curriculum: history and Western culture, non-Western cultures, mathematics, science and technology, the arts, and the social sciences. Says Curry of the amended curriculum: "[The subjects] don't look that different from those of other schools, but in reworking them, we have been more careful in defining our terms than is the norm, and we've emphasized the skills that the students develop."

Four skills will be incorporated in each topical area. They consist of communications, research, problem solving, and value-based decision making. Previously, communications and research skills were combined as a single goal to be achieved, says Curry. "We decided that in combining them, you are really talking about a different kind of course. For example, research in a science course develops research skills but does not develop communications skills to any great extent." By separating the two, communications skills now include: "to develop the ability to listen and read critically and to write and speak clearly and effectively in standard English," according to Curry, while research skills encompass "developing the ability to collect, analyze, and interpret information and to communicate the results to others." In the same respect, problem solving has been expanded and refined to include "developing the ability to solve problems through quantitative analysis, analogy, deduction, and inductive reasoning and inference," Curry says.

This revision represents an attempt to outline specifically the intent of each skills area, says Curry, so that "when somebody says, 'I concentrate on this,' we know that they are concentrating on the *whole* goal rather than just a small portion of it." The revision is tentatively set for implementation in fall 1987.

Further discussions will focus on elements of the general education structure as well as that of the degree. Eventually, the committee will examine the array of courses currently on the books as part of the general education curriculum, says Curry, to try to cut down on the number of offerings. —*L.M.N.*

For more information, contact Wade C. Curry, Dean of Arts and Sciences; Trenton State College; Hillwood Lakes CN550; Ewing Township, NJ 08625-0550 (609/771-2277).

The University of Tulsa
Affirming and challenging Integrity

The University of Tulsa's experience with curricular revision both "reinforces and challenges" underlying assumptions of *Integrity*, Dean Susan Resneck Parr feels.

Many of the criteria outlined in *Integrity* already had been incorporated into the new general education requirements at Tulsa in 1982 and 1984 when the university instituted its new core program, first in the College of Arts and Sciences and then university-wide, she says.

Among the principles upon which the new core is based, Parr notes, are the ascendancy of primary texts over textbooks, the importance of critical thinking, and the need for developing good writing skills. In designing new courses for the core, faculty members had to ask themselves one question, Parr explains: "If this is going to be the only course in a particular area a student will take in his or her life, is this the right course?"

While the goals outlined in *Integrity* are similar to those at Tulsa, the report makes one assumption with which Parr disagrees: the notion that faculty have to choose between teaching and research and scholarship. At Tulsa, she says, the emphasis is on the connections between these two activities rather than on their being at odds. "The most successful teachers include all of the university's most productive scholars," Parr points out, adding that these are also the ones who "design and teach some of the most exciting, challenging, and rigorous general education courses," freshman and senior seminars, and honors courses.

"The faculty find that the way we structured the program allows them, in a way that they were not able to do

before, to incorporate into the curriculum some of the things they are interested in with their own work," Parr explains. "There is a lot of opportunity here for some very solid and interesting courses that are not normally found in an undergraduate curriculum."

Reward structure is competitive

The supportive environment at the university has a lot to do with faculty initiative and productivity both in scholarship and in the classroom, Parr believes. For instance, the university runs a faculty summer support program, offering 35 full research fellowships each year, 20 of which go to the College of Arts and Sciences, at 10 percent of a faculty member's salary. The summer grants, distributed by a faculty committee, are based strictly on merit and do not automatically rotate, Parr notes. The school also provides support for faculty members to give papers at meetings.

The supportive environment at the university has a lot to do with faculty initiative and productivity both in scholarship and in the classroom.

"At the University of Tulsa," Parr notes, "the integrity of the curriculum is both an administrative and a faculty responsibility." Judgments about the curriculum must be made at all levels, she explains. Faculty need to decide what is important for students to study, and make judgments about what works and what does not. Administrators, on the other hand, she says, "need to take responsibility for making sure that courses meet the goals of the institution." —*J.A.M.*

For more information, contact Susan Resneck Parr; Dean, College of Arts and Sciences; University of Tulsa; 600 South College Avenue; Tulsa, OK 74104 (918/592-6000).

Whittier College

'Study in depth' shapes study of major

For faculty members at Whittier College in California, *Integrity* provides both affirmation and direction. A new general education program being implemented when *Integrity* was published "addresses explicitly" eight of the nine essential experiences, according to Associate Academic Dean for Liberal Education Robert Marks. Currently, Marks notes, *Integrity*'s discussion of the ninth—"study in depth"—is the touchstone for a schoolwide examination of the major.

Whittier's Liberal Education Program, unanimously adopted by the faculty in 1982, requires students to take a certain number of units in English composition, mathematics, natural sciences, fine arts and humanities, world civilizations, and "Contemporary Society and the Individual." The program was designed to provide "a sense of coherence similar to the major" to a student's other nonmajor courses. It replaced a curriculum instituted in the 1970s whereby students designed their own programs.

After students are admitted to Whittier, they receive an attractive booklet explaining the Liberal Education Program. They learn they may choose from among a limited but diverse range of courses to gain the required units. The courses that meet the world civilizations and "Contemporary Society and the Individual" requirements are accepted only if a student completes both parts of a "pair" or enrolls in team-taught courses. This ensures that students are exposed not just to interdisciplinary connections in their work but to various perspectives as well, as paired and team-teachers participate in one another's classes.

This requirement in particular, Marks says, is producing very positive responses from students and faculty alike: "Our retention rates are up as students observe their professors interacting and see what it means to be an educated person. And faculty love it because they have opportunities to learn from one another."

Focus on 'study in depth'

About half of Whittier's ethnically diverse student population comes from California, Marks reports, and a substantial proportion of them represent the first generation in their families to attend college. Most come to Whittier for a liberal arts education, he says, but many come for the preprofessional study opportunities Whittier offers

Faculty members will be guided explicitly by* Integrity*'s discussion of 'study in depth' as they examine majors on a department-by-department basis.

as well. It is important to the faculty, therefore, to develop a curriculum that is both "intellectually coherent and practically sound for Whittier." An annual assessment by external evaluators is built into the program and is taking place this spring for the fourth time. Evaluators study data and proposals gathered by faculty and then spend a day on campus meeting with students, faculty, and administrators.

An integral aspect of the Liberal Education Program is its emphasis on writing. Marks reports that Whittier is currently "implementing a...writing program that ensures that students will receive instruction in writing in over one-third of all courses required for the baccalaureate." Among other requirements is one that students write a paper in their major.

Marks says that the faculty recognizes its responsibility to provide students with the methodological tools to write this major paper and has, as a result, now turned its attention to determining what constitutes a major. Over the next year, he says, faculty members will be guided explicitly by *Integrity*'s discussion of "study in depth" as they examine majors on a department-by-department basis. —*S.L.-R.*

For more information, contact Robert Marks, Associate Academic Dean for Liberal Education; Whittier College; Whittier, CA 90608 (213/693-0771).

Resources

Integrity in the College Curriculum: A Report to the Academic Community includes an annotated list of reports relating to secondary and collegiate education. Copies of *Integrity* are available for $4 per copy; $3.25 per copy in orders of 20 or more. All orders must be prepaid. Send payment to Publications Desk; Association of American Colleges; 1818 R St., NW; Washington, DC 20009.

A Nation at Risk: The Imperative for Education Reform. Washington, DC: National Commission on Excellence in Education/US Department of Education, April 1983.

Bennett, William J. *To Reclaim a Legacy: A Report on the Humanities in Higher Education.* Washington, DC: National Endowment for the Humanities, November 1984.

El-Khawas, Elaine. *Campus Trends, 1985.* Higher Education Panel Report Number 71. Washington, DC: American Council on Education, February 1986.

The second in a series of surveys, this report spotlights institutional responses to the national reports that cite a need for reform in higher education. Also included are detailed statistical tables and a copy of the questionnaire that was circulated.

Gaff, Jerry G. *General Education Today.* San Francisco: Jossey-Bass Publishers, 1983.

Gaff examines the trends in general education reform subsequent to the 1977 Carnegie report assailing general education in America as "a disaster area." He provides insight for campus officials seeking ways to "generate a meaningful consensus about the core of the undergraduate curriculum."

"Guidelines: Incorporating an International Dimension in Colleges and Universities." Washington, DC: American Association of State Colleges and Universities, 1985.

Adopted by AASCU's membership in November 1984, these guidelines address five areas: administrative leadership, curriculum development, faculty development, student awareness, and resources. "Each guideline consists of a definition, an interpretation of its potential contribution to international education, and a series of questions." A bibliography is included.

Hacker, Andrew. "The Decline of Higher Learning," *The New York Review of Books.* February 13, 1986, pp. 35-42.

In reviewing the criticisms and recommendations of three national reports on the state of American higher education—*To Reclaim a Legacy, Integrity in the College Curriculum,* and *Involvement in Learning*—Hacker defines what it means today to be an undergraduate. In addition, he reviews other publications in rounding out his discussion of the future of higher learning.

Howell, Joe A., and Donald R. Eidson. *The Idea of an Ideal Liberal Arts College.* Lanham, MD: University Press of America, Inc., 1985.

The authors offer "common-sense" suggestions in outlining guidelines for achieving the "ideal" liberal arts college relative to the personality and mission of individual institutions.

King, Jonathan B. "The Three Faces of Thinking," *The Journal of Higher Education* 57 (January/February 1986): 78-92.

Teaching the liberal arts should focus on empirical reasoning, interpretation, and evaluation, says King, but it is precisely the latter two modes of thinking that are neglected. He argues against this failure and charges administrators and teachers in all disciplines to share the responsibility for rectifying this situation.

Klein, Thomas, and Jerry Gaff. *Reforming General Education: A Survey*. Washington, DC: Association of American Colleges, April 1982.

In sampling 272 colleges and universities involved in review or revision of their general education programs, the authors summarized their findings in terms of attitude changes toward general education; the process of curricular change; and such characteristics of new programs as structure, content, skills development, qualitative aspects, and the amount of change incurred.

Kozloff, Jessica. *Survey of Recent State Initiatives to Improve the Quality of Undergraduate Education*. A briefing paper prepared for the Education Commission of the States. Greeley, CO: University of Northern Colorado, December 1985.

Kozloff summarizes the responses of academic affairs officials of state higher education governing boards regarding recent plans to study or issue policy statements on specific curricular concerns. A listing of the states "contemplating or undertaking" particular action is provided as well.

Peterson, Paul E. "'Commissionitis' in Higher Education," *The Brookings Review* 4 (Winter/Spring 1986): 21-26.

Peterson, director of the Governmental Studies program at Brookings, surveys the "common themes" of the four higher education reports, including *Integrity*, and makes his own recommendations, particularly in the area of faculty renewal.

Profession 85. New York: Modern Language Association of America, 1985.

Profession 85 contains five papers delivered at the 1985 summer seminars sponsored by the Association of Departments of English. Lawrence S. Poston's essay, "Crusading Commissions, Delinquent Departments: The Faculty as Scapegoat," characterizes *Integrity* as blaming faculty for a "mythic Fall" and recommends that faculty and administrators must work together to correct what ails education. Richard Lloyd-Jones analyzes the AAC, NIE, and NEH reports particularly as they relate to departments of English and language issues in "Blue-Ribbon Panels and Singin' the Professional Blues." Depicting himself as being of "a divided mind" about the educational reports, Christopher C. Dahl in "Renaissance, Reaction, or Reprisal: The Humanities and Higher Education Reports" is somewhat angered by their criticism yet optimistic about the renewed attention. Richard W. Bovard focuses primarily on the NEH and NIE reports in "Reclamation in North Dakota," speculating on ways that their recommendations do and do not apply to specific realities in higher education. In "Teaching Learning," Richard J. Dunn responds to the reports by emphasizing the importance of "teaching learning": "the energetic, sometimes passionate continuing engagement of teacher, text, and student in the dynamics of the works we seldom tire of studying."

Study Group on the Conditions of Excellence in American Higher Education. *Involvement in Learning: Realizing the Potential of American Higher Education*. Washington, DC: National Institute of Education/US Department of Education, October 1984.